



Beech Hill Elementary

1001 Beech Hill Road
Summerville, South

Grades	PK-5 Elementary School	
Enrollment	1,023 Students	
Principal	Rene' Wyatt Harris	843-821-3970
Superintendent	Joseph R. Pye	843-873-2901
Board Chair	Bufort "Bo" Blanton	843-873-8454

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Excellent	Good
2008	Good	At-Risk
2007	Good	Average
2006	Good	Below Average
2005	Good	Below Average

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2008-09 whose 2007-08 test scores were located

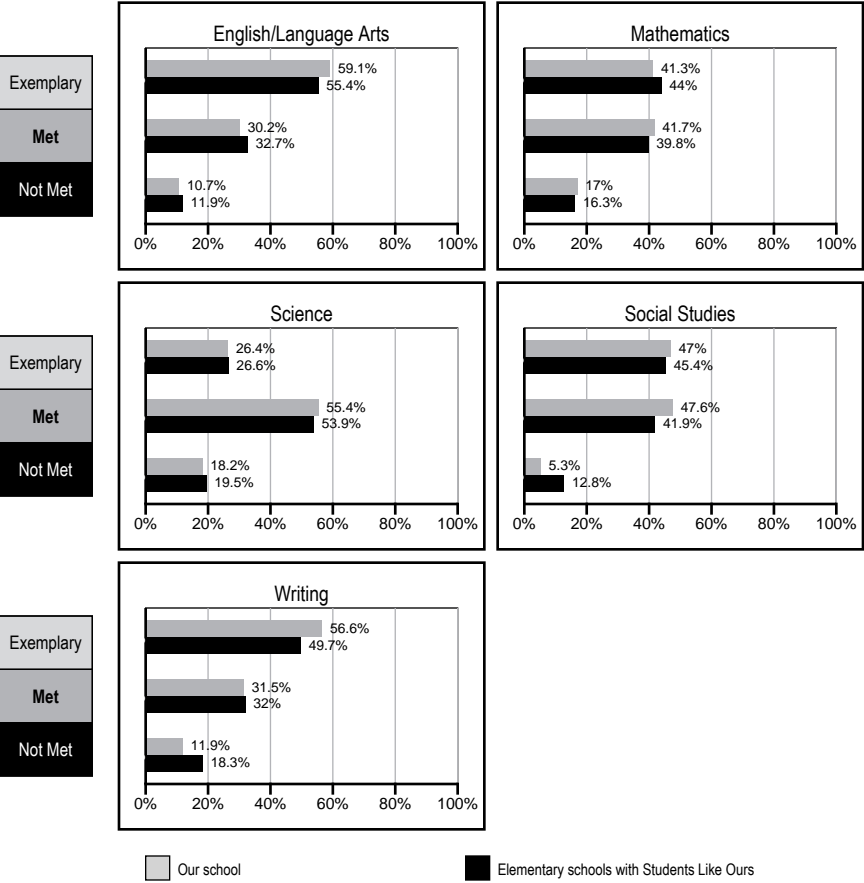
95.1%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
23	3	4	0	0

* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=1,023)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.3%	Down from 1.4%	1.2%	1.9%
Attendance rate	96.5%	Down from 96.7%	96.7%	96.3%
Eligible for gifted and talented	23.2%	Up from 21.0%	22.8%	10.0%
With disabilities other than speech	5.0%	No Change	5.8%	7.7%
Older than usual for grade	0.1%	No Change	0.4%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.4%	Down from 2.2%	0.0%	0.0%
Teachers (n=66)				
Teachers with advanced degrees	50.0%	Up from 46.0%	63.0%	59.4%
Continuing contract teachers	66.7%	No Change	82.1%	80.0%
Teachers with emergency or provisional certificates	0.0%	Down from 2.1%	0.0%	0.0%
Teachers returning from previous year	80.8%	Up from 80.4%	87.5%	85.9%
Teacher attendance rate	94.4%	Down from 95.7%	95.1%	95.1%
Average teacher salary*	\$43,556	Up 6.3%	\$48,595	\$47,149
Professional development days/teacher	11.3 days	Up from 11.1 days	11.3 days	11.1 days
School				
Principal's years at school	1.0	Down from 2.0	3.0	4.0
Student-teacher ratio in core subjects	19.9 to 1	Up from 19.6 to 1	19.9 to 1	18.8 to 1
Prime instructional time	90.0%	Down from 91.1%	91.0%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	Up from Good	Excellent	Excellent
Dollars spent per pupil**	\$6,337	Down 1.2%	\$6,774	\$7,458
Percent of expenditures for instruction**	67.4%	Up from 66.6%	73.1%	68.8%
Percent of expenditures for teacher salaries**	64.0%	No Change	68.6%	63.2%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

Imagine a place where children laugh, teachers play and parents cheer; this is Beech Hill. Our mission statement, "Beech Hill will lead the way to lifelong learning," drives our aim of academic rigor in a positive and nurturing school setting. To meet the multi-faceted needs of our students, we have crafted lighthouses of lifelong learning. These icons remind students to nurture the environment, connect and help others, create and value the arts and use technology and innovations to dream big. We strive to address the challenges of enrollment growth, a transient population, and budget cuts. Despite these obstacles, Beacons continue to shine. Beech Hill is the recipient of a State Farm Good Neighbor Service Learning Grant, a CVS Fitness Grant, and a \$200,000 Safe Routes to Schools Grant. We have eight nationally board certified teachers.

At Beech Hill, we have high hopes for every child. With SMARTBoards in every classroom, laptops for every teacher, and COMPASS Learning and Waterford software, instructors have many tools to promote success. Teachers use strategies like Explicit Direct Instruction (EDI), Differentiated Instruction (DI), and technology-based instruction to reach learners and foster advancement. We have a clear vision of our students and their learning needs because of the consummate analysis of data, results from MAP, DRA, and DIBELS. Data discussions guided by the framework of professional learning communities (PLC) provide clear instructional road maps. We offer support with "Response to Intervention" (RTI) and READ 180 to bolster literacy development. Our program "Experiencing Superior Progress Using Reading Techniques" (X-SPURT) provides differentiated support for all students so that we may expand learning for each pupil along the benchmark continuum. Our Single-Gender program addresses the learning styles of boys and girls in grades 2-5. Our GATE program addresses the needs of these unique learners in grades 3-5.

At Beech Hill Elementary, building community is one of the things we do best. We use the precepts of Integrated Thematic Instruction (ITI) and Positive Behavioral Interventions and Supports (PBIS) to encourage a nurturing setting and to build relationships with all stakeholders. Our PTA and School Improvement Council support events like Grand-Beacons' Night, Fall Festival, and Math/Science Nights as participation continues to grow. Our student leadership council provides critical perspectives for decision-making. Programs like Relay for Life, Jump Rope for Heart, A Day of Caring, The HOUSE Awards, and the Board Games Club promote community interaction. Traditions like "BEAMing Celebrations," "Market Day," "Tied to Brightness," and "Strands on the Beech" convey the notion that school is a cool place, a place of hope, a place of vision, a place of community—this is Beech Hill.

René Wyatt Harris, Principal
Patti Gironé, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	51	150	98
Percent satisfied with learning environment	98.0%	89.3%	95.7%
Percent satisfied with social and physical environment	100.0%	84.6%	91.7%
Percent satisfied with school-home relations	98.0%	84.6%	90.6%

* Only students at the highest elementary school grade level and their parents were included.

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No Child Left Behind

School Adequate Yearly Progress

YES

This school met 21 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.2%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.5%	94.0%*	Yes

* Or greater than last year

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	509	99.8	10.6	30	59.4	94.2	89.3	82.8	Yes	Yes
Gender										
Male	251	100	14.6	34.8	50.6	92.3	86.4	79.3	N/A	N/A
Female	258	99.6	6.9	25.5	67.6	96	92.2	86.5	N/A	N/A
Racial/Ethnic Group										
White	375	99.7	7.7	27	65.3	96	92.9	89.5	Yes	Yes
African American	106	100	21.6	39.2	39.2	87.3	82.3	73.7	Yes	Yes
Asian/Pacific Islander	12	100	16.7	50	33.3	91.7	93.3	92.3	I/S	I/S
Hispanic	12	100	I/S	I/S	I/S	I/S	82.7	76.5	I/S	I/S
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	92.8	82.5	I/S	I/S
Disability Status										
Disabled	55	98.2	46	28	26	74	59.6	52	Yes	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	77.7	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	130	100	25.2	39	35.8	86.2	81.9	75.5	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	509	99.8	16.9	41.5	41.7	88.3	85.8	78.9	Yes	Yes
Gender										
Male	251	100	18.5	44.6	36.9	85.8	85.2	77	N/A	N/A
Female	258	99.6	15.4	38.5	46.2	90.7	86.4	80.9	N/A	N/A
Racial/Ethnic Group										
White	375	99.7	10.5	41.5	48	93.2	91.5	87.2	Yes	Yes
African American	106	100	39.2	41.2	19.6	70.6	74.4	66.7	Yes	Yes
Asian/Pacific Islander	12	100	25	58.3	16.7	91.7	91.8	93	I/S	I/S
Hispanic	12	100	I/S	I/S	I/S	I/S	80.4	76	I/S	I/S
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	94.2	79.5	I/S	I/S
Disability Status										
Disabled	55	98.2	40	48	12	62	57.1	45.5	Yes	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	76.6	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	130	100	35	44.7	20.3	72.4	76.5	70.2	Yes	Yes

* Adjusted to account for natural variation in performance.

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	336	99.7	18.1	55.2	26.7	81.9	75.3	67.5
Gender								
Male	165	100	21.7	55.3	23	78.3	75	67
Female	171	99.4	14.7	55.2	30.1	85.3	75.8	68
Racial/Ethnic Group								
White	242	99.6	11.9	56.6	31.4	88.1	83.8	79.5
African American	73	100	40	47.1	12.9	60	57	50.3
Asian/Pacific Islander	10	I/S	I/S	I/S	I/S	I/S	86.4	84.3
Hispanic	7	I/S	I/S	I/S	I/S	I/S	70.5	60.7
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	83.3	71.2
Disability Status								
Disabled	36	97.2	56.3	37.5	6.3	43.8	42.2	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
English Proficiency								
Limited English Proficient	1	I/S	N/A	N/A	N/A	N/A	66.7	59.6
Socio-Economic Status								
Subsided meals	87	100	43.8	45	11.3	56.3	59.9	55.1

Social Studies

All Students	339	99.4	5.3	47.5	47.2	94.7	81.2	72.3
Gender								
Male	174	99.4	6.7	50.3	42.9	93.3	80.9	71.5
Female	165	99.4	3.8	44.7	51.6	96.2	81.4	73.2
Racial/Ethnic Group								
White	255	99.2	2.5	43.6	53.9	97.5	86.7	80.7
African American	70	100	16.2	60.3	23.5	83.8	69.9	60
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	91.5	88.5
Hispanic	6	I/S	I/S	I/S	I/S	I/S	73.6	68
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	95.2	72.2
Disability Status								
Disabled	38	94.7	25.7	48.6	25.7	74.3	53.1	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
English Proficiency								
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	74.6	67.9
Socio-Economic Status								
Subsided meals	87	100	13.1	57.1	29.8	86.9	70.6	62.1

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	510	98.4	11.4	31.7	56.9	88.6	81.7	70.2	96.5	96.2
Gender										
Male	250	98	17.6	38.2	44.2	82.4	76	63.2	96.4	96.1
Female	260	98.9	5.6	25.6	68.8	94.4	87.5	77.5	96.6	96.3
Racial/Ethnic Group										
White	376	98.4	9.3	30.4	60.3	90.7	86.9	79.1	96.4	96
African American	106	99.1	19.6	34.3	46.1	80.4	70.9	57.6	97	96.4
Asian/Pacific Islander	12	100	16.7	41.7	41.7	83.3	88.6	86.2	95.6	97.1
Hispanic	12	91.7	I/S	I/S	I/S	I/S	78.9	62.6	96.5	96.4
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	88.4	68.7	96.6	95.8
Disability Status										
Disabled	58	93.1	41.2	41.2	17.6	58.8	37.7	26.1	95.5	95.1
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	98.1
English Proficiency										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	70.2	61.2	93.5	96.3
Socio-Economic Status										
Subsidized meals	132	98.5	26	36.6	37.4	74	70.2	58.9	95.9	95.5

Abbreviations for Missing Data

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	181	100	11	19.7	69.4	89
	4	165	99.4	13.5	35.9	50.6	86.5
	5	163	100	7.3	35.8	57	92.7
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2009	3	181	100	20.2	31.8	48	79.8
	4	165	99.4	14.7	48.7	36.5	85.3
	5	163	100	15.2	45	39.7	84.8
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2009	3	89	100	15.5	52.4	32.1	84.5
	4	165	99.4	17.9	57.7	24.4	82.1
	5	82	100	21.3	53.3	25.3	78.7
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Social Studies							
2009	3	93	98.9	2.2	44.4	53.3	97.8
	4	165	99.4	5.1	48.7	46.2	94.9
	5	81	100	9.2	48.7	42.1	90.8
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2009	3	181	97.8	14	24.4	61.6	86
	4	167	99.4	12.7	38.6	48.7	87.3
	5	162	98.2	7.2	32.7	60.1	92.8
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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